



IEFA Ledger August 20, 2012

Frog Creek Circle *for my family, especially Jan*

Mountains so close we are relative.
Creek so cold it brings winter rain.
We return to warm August home,
Frog Creek, where I've lived so long
that smells are stored, opened only
here. This land never changes, always
whole, always the way we want it to be.
We always come back
to check our senses or to remember
dreams. We are remembered today in circles
of family, of red pine, of old time chiefs,
of forgotten horses that thunder dark stars.
These are songs that we come to this day,
soft as Indian mint, strange as this sky.

-- Victor Charlo

Put Šeỳ, Good Enough, by Victor Charlo. (Kalispell, MT: Many Voices Press, Flathead Valley Community College, 2006) 48.

Birthright – Born to Poetry: A Collection of Montana Indian Poetry. (Helena: Montana Office of Public Instruction, 2012)

Welcome back!

We know your days are jam-packed with all that comes with summer's end and school year's beginning – thank you for taking a few minutes to read Victor Charlo's poem (above) and the rest of the IEFA Ledger. Going-back-to-school is a good time "to check our senses or to remember dreams" ... as Mr. Charlo says.

We look forward to supporting you in this 2012-13 school year and encourage your phone calls and emails. OPI Indian Education staff:

Lynn Hinch, Acting Director

lhinch@mt.gov, 444-3482

Joan Franke, Admin. Assistant	jfranke@mt.gov , 444-3694
Mike Jetty, Indian Education Specialist	mjetty@mt.gov , 444-0720
Justine Jam, Implementation Specialist	jjam@mt.gov , 444-7490
Jennifer Stadum, Implementation Specialist	jstadum@mt.gov , 444-0725
Julie Saylor, Curriculum Coordinator	jsaylor@mt.gov , 444-0754

AMERICAN INDIAN HERITAGE DAY, SEPT. 28, 2012

The fourth Friday of September was designated by the 1997 Legislature as American Indian Heritage Day, in recognition of Montana's constitutional commitment to preserve the cultural integrity of American Indians. The definition of a quality education in Montana includes specific language for the integration of Indian Education for All throughout the curriculum. MCA 20-9-309.

[Please tell us how your school celebrated American Indian Heritage Day this year so we can share examples of activities. Descriptions, photos, videos – all welcome! Please send to Julie Saylor, jsaylor@mt.gov]

The wealth of cross-curricular units, books and DVDs sent to school libraries and available on the [Indian Ed website](#) supports IEFA teaching throughout the year in most content areas; however, in honor of this special day in Montana, **here is a list of suggested activities** for your school:

- **CREATE** an exhibit of samples of your school's past IEFA classroom work, aligned with the Essential Understandings. Include student work from any content area – (photos of special projects, essays, poetry, primary source documents studied, school trips, special guests, etc.)
- **DISPLAY** all of the curriculum materials sent to your school by the OPI; for the language arts materials, include copies of the featured books.
- **PLAY GAMES!** Spend some time with the Native American Traditional Games curriculum (in your library) and link to International Traditional Native Games to view students playing the games:
http://www.traditionalnativegames.org/itgsteachers_16.html/
http://www.traditionalnativegames.org/page_15.html/
Game pieces http://www.traditionalnativegames.org/helena0409_39.html

- **SHARE POETRY.** Using the newest resource sent to your school – *Birthright – Born to Poetry: A Collection of Montana Indian Poetry* – conduct a poetry reading by students and staff
- **PROMOTE AWARENESS OF PAST REALITIES AND PRESENT IMPLICATIONS - INDIAN BOARDING SCHOOLS.** Focus on Chapter Five in the *Montana Tribal Histories: Educators Resource Guide* – “Boarding Schools: The Abduction of Children.” Utilize the slide show, on the *Companion DVD*, of archival photos of Montana children in both traditional clothing and settings and in boarding school clothing and settings.

Highlights of IEFA K-12 Grant Activities

Spring activities for completing Museum & School, as well as K-12 IEFA grant goals culminated with rich experiences for students, teachers, museum staff and tribal consultants. Livingston, Columbus, and Choteau established lasting cross-cultural experiences between students and teachers, museum staff and community members through place-based education, tribally specific stories, art, writing, outdoor learning stations and much more.

Livingston East Side fifth grade students and teachers, hosted Pryor fifth grade students for a cultural exchange which included visits to the Columbus Museum of the Beartooths and the Livingston Gateway Museum. The students played an outdoor game and shared an evening meal at the East Side elementary school, introduced their pen pals from Pryor at the evening IEFA speaker series (for students and parents), and spent a full day together at Ft. Parker, site of the first Crow Agency. During the day-long event, Pryor and Livingston students participated in American Indian traditional games (double ball), explored the stream bed for an ethnobotany study of riparian plants, participated in horse husbandry, and investigated the original building site of the agency with staff from Project Archeology to identify glass, metal, bone and other objects - all objects were left in place through this well-designed learning experience.

The Choteau Old Trail Museum and Choteau school district experienced ongoing cross-cultural student activities with Browning's DeLaSalle's seventh and eighth grade students, learning more about Blackfeet language, traditional clothing, dance and tipi painting of specific, Blackfeet symbols. Darnell and Smokey Rides at the Door facilitated this exchange to share their knowledge of traditional Blackfeet ways of learning and how this knowledge is passed down through oral history. Museum staff, teachers, Choteau and Blackfeet students shared several events through the year, but their culminating event in May at the Old Trail

Museum included erecting the new tipi, which the students had designed and painted at an exchange earlier in the year with Smokey.

Through the Frenchtown K-12 grant, staff and students continued to learn about the Salish influence through a new pictorial mural installed at the Frenchtown Middle School, painted by Dwight Billedeau, of the historic signing of the Treaty of Hellgate, 1855, signed at Council Grove. Tim Ryan participated with students to teach modern ecology and traditional ethnobotany focusing on the traditional use of willow. He engaged students in creating willow fish traps, and shared other knowledge providing opportunities for students to learn traditional life ways which are still used, and how this knowledge continues to be passed down. The middle school held an end of year gala, which included: Dr. Vernon Finley, who told a traditional Kootenai story; Vic Charlo, Salish poet; and traditional song and dance from the Nkwusm school students.

Seeley Lake Schools and White Sulphur Springs Schools focused on professional development for staff to strengthen their respective comprehensive plans to integrate Indian Education for All.

Montana Writing Project Summer Successes

Kudos to all of the dedicated facilitators and teachers who participated in one of the many Montana Writing Project seminars that were offered this summer! Many teachers commented that they didn't perceive themselves as writers prior to taking a MWP workshop. Not only do they now consider themselves as writers, one Bozeman teacher remarked, "How could I go teaching writing this long without engaging in the writing process myself?! Now, I can't wait to model writing by being a writer with my students."

One of the workshops attended by IEFA's Jennifer Stadum was, **Worlds Apart but not Strangers: Holocaust Education and Indian Education for All**, held at the beautiful Native American Center on the campus of the University of Montana in Missoula, July 22-28, 2012. In this week-long intense discussion about genocide, the pyramid of hate, uncovering concealed stories, and so much more, teachers were gently led through writing exercises, curriculum, and thought-provoking activities by Browning's Brenda Johnston and Columbia Fall's former teacher, Wendy Warren.

If you are interested in delving into a deeper teaching of the Holocaust and learning more about Montana's history this is a wonderful course that will stir your soul deeply and inspire you to teach these difficult stories.

A Poem from Worlds Apart but Not Strangers

by Jennifer Stadum

(Written at St. Mary's Mission in Stevensville, MT, site of the Salish Removal)

Home, Home...Where Have You Gone?

At once elusive, at once under my feet as firm ground.

Who is the land?

What is the people?

Where do the stories that the rocks and hills, the rivers and the soil get to go?

Where do they get to call home?

Is the land as elusive to the rocks and rivers as it is to us and our histories?

*It was our moccasined feet that worried the paths continuing the chapter that the
animals on their migrations wrote.*

Did the birds notice when the land was no longer ours?

Were we missed as we missed their songs we knew by heart over the millennia?

*The rush of wind even sounds different here...without our tipis and our children
dancing in its way.*

*The fall of footsteps no longer sounds like words linking a story of survival of foot
prints following hoof prints.*

*No, the footsteps no longer fall in a rhythm
of time*

and season

and light.

But our footsteps fall in pain,

our footsteps fall in silence,

*our footsteps fall where they were not meant to fall
and we are left with a new wind.*

The Montana Writing Project conducted institutes throughout the summer that focused on Indian Education for All in Chinook, Billings and Missoula. The HI-Line satellite project resulted in passionate and substantive discussions based on well-planned topics and readings that encouraged thoughtful examination of culturally relevant teaching practices.

Resource Spotlight

THE BLACKFOOT PAPERS by Adolph Hungry Wolf. Browning, MT: The Blackfoot Papers.

Sent in August to all high school districts, this four-volume set is a valuable Indian Education for All resource of extensive information in text and photos about the Blackfoot Confederacy tribes. It offers detailed material on the history, social life and geography, including Glacier Park, of the Blackfeet Tribe of Montana in support of Essential Understanding 1: There is great diversity among the 12 tribal nations of Montana. Each nation has a distinct and unique cultural heritage that contributes to modern Montana.

BIRTHRIGHT – BORN TO POETRY: A COLLECTION OF MONTANA INDIAN POETRY compiled by Dorothea Susag. Helena: Montana Office of Public Instruction 2012.

This volume of 32 poems written by 10 Montana Indian poets offers an unprecedented opportunity for literary study unique to Montana. The poems are presented with: tips for understanding; themes; topics; notes from the poets; discussion, research, and writing suggestions; and photos and brief bios of the poets. Included in the work are a foreword by Joseph McGeshick and an index. The resource will arrive at high school libraries in September.

INSIDE ANNA'S CLASSROOM: ENGAGING STUDENTS IN DISCOVERING COMMUNITY AND HISTORY. DVD. Produced by Julie Cajune. Salish Kootenai College: Center for American Indian Policy and Applied Research. A Heartlines Production. 2011.

Look for this professional development resource that demonstrates the development of critical literacy in multiple ways, arriving in middle and high school libraries in September.

COMING YOUR WAY SOON!

FORT PECK PLACE NAMES. Developed with Jeff Crews, Lisa Blank, OPI staff and Fort Peck tribal members. Helena, MT: Office of Public Instruction.

The long awaited Fort Peck Place Names project is nearing the publication stage. We hope to have the curriculum and supplemental resources out to all high school libraries this October. The project contains five modules: 1) Establishing a Sense of Place 2) Where We Have Been 3) Tatanka Returns Home 4) Iyah' pe hu – Montana's Purple Gold and 5) Living Well Together in Two Worlds.

Best Practices 2013

We are already gearing up for another fabulous Best Practices Conference. It will be held in **Helena, MT, February 25-26, 2013 at the Red Lion Inn.** Author

James W. Loewen (*Lies My Teacher Told Me, Sundown Towns, The Truth about Columbus*) is scheduled to be the keynote speaker this year.

To launch Best Practices 2013, we will be presenting our 2nd Annual Teresa Veltkamp Advocacy Award. Please be thinking of exceptional advocates for Indian Education for All who make a difference. We will be seeking nominations in December.

As always, we will also be putting out a call for presenters for Best Practices 2013. Have you been teaching a lesson that made a lasting impact on your students? Have you discovered a beautiful way to infuse IEFA into multiple content areas? Have you hit upon resources you are excited to share? Please look for our Call for Proposals at the end of November. This year our application process is all ONLINE! We look forward to seeing you in Helena!

Fall IEFA Professional Development Opportunities

ONLINE CLASSES:

Indian Education for All: A Model for Culturally Responsive Pedagogy in Practice

NASX 591-801

Sept 24-Nov 16, 2012

Instructor: Jioanna Carjuzaa (MSU – Bozeman)

This course will explore the goals and evolution of Indian Education for All (IEFA) within a multicultural education framework, and discuss how educators are best prepared to implement this transformative educational policy. It will examine the historical, political, and cultural forces that foster systematic disparities based on ascribed characteristics, and critically examines strategies for addressing such disparities. It highlights Montana's constitutional commitment to the cultural heritages of American Indians which exemplifies the practical application of multicultural education.

[ADDITIONAL INFORMATION AND REGISTRATION](#)

HeartLines: Engaging Students with Tribal Materials and Common Core Skills

Oct 1 – Dec 9, 2012 (Sign up by Sept 14 – space is limited!)

Sponsored by Western Montana CSPD

Instructor: [Anna Baldwin](#)

This online course will:

- Use authentic tribally-specific materials developed by the HeartLines project of the Center for American Indian Policy and Applied Research (<http://caipar.org/Home.html>)
- Provide a guided, reflective tour of these materials
- Demonstrate engaging classroom practices including a video showing students participating in them
- Connect materials and classroom practices to the Montana Common Core Standards
- Provide support for you to create a curricular unit that integrates the HeartLines materials and the classroom practices demonstrated

[Course flyer and registration information](#)

2012 MEA-MFT Educators Conference
October 18-19, Billings

The MEA-MFT Educators' Conference is dedicated to bringing top-quality professional development to Montana teachers. Each year, teachers from all over Montana come to our conference for inspiration, information, and renewal units.

Please look for our IEFA Fort Peck Place Names presentation at MEA-MFT on Thursday, October 18, 2:00 - 2:50 pm in Room 118 at Skyview High School. We will be exploring one of the activities from the Bison Module that includes media literacy, social studies, government, biology, ecology and citizenship.

WATCH FOR MORE DETAIL OF IEFA OFFERINGS AT MEA-MFT ON THE OPI/IEFA WEBPAGE – [HOT TOPICS](#)

Common Core Connections to IEFA

As you are aware, the Montana Common Core standards incorporate Indian Education for All in specific references throughout the standards documents. These inclusions are based on additions that groups of Montana educators recommended in their examination of the draft standards. In keeping with the process of implementing the new Montana Common Core standards, the Indian Education Division is developing a “companion” guide that will facilitate alignment of instruction and materials. This resource will allow teachers to integrate Indian

Education for All in instruction aligned with the new standards in a direct transparent way.